

**Team Building: A Leadership Program For Business Professionals**

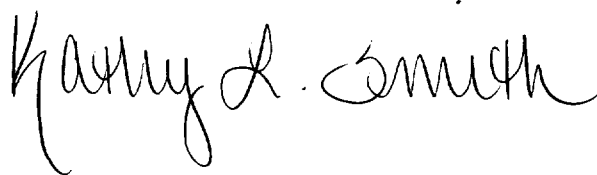
**An Honors Thesis (HONRS 499)**

by

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A handwritten signature in black ink that reads "Kathy L. Smith". The signature is written in a cursive style with a large, stylized "K" and "S".

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## **ABSTRACT**

In today's professional business world, leadership and teamwork are essential elements for a successful career. The public accounting profession is no exception. Accountants must be able to work together efficiently and effectively to meet the needs of the client, while maintaining a quality reputation for their firm. This project is a leadership and team building program designed for individual companies to conduct with a group of their first-year professionals. The program curriculum is intended to provide a human resources manager with the essential tools to conduct the program successfully. The different topics covered include team purpose and goals, individual team members and roles, communication skills, decision making, conflict resolution, and ethics.

## **ACKNOWLEDGMENTS**

I would like to thank Ms. Kathy Smith, my thesis advisor, for her help with this project. She took valuable time out of her very busy schedule to provide me with guidance and constructive criticism during the development of this project. Thank you Ms. Smith for your help and support.

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## **Team Building: A Leadership Program For Business Professionals**

Leadership and teamwork are important aspects of most careers in today's professional business world. This is especially true in the area of public accounting. Accountants must be able to effectively work together to provide their clients with quality service. This teamwork is especially important on large projects. Typically, these projects are broken down into smaller pieces with different accountants assigned to each piece. Once the individual work is completed, the accountants must be able to bring all these pieces together to form one complete, fluent project, such as a company audit, review, or tax compilation.

For some beginning staff accountants, the transition from university coursework to beginning job duties is difficult. One way to help ease this transition is for these first-year professionals to become better acquainted with their co-workers and their individual styles of group work. This can be accomplished by conducting a one-day leadership seminar for 20 to 30 of these professionals, preferably led by a company's human resources manager. A human resources manager should already have the background education and training to easily facilitate this type of a seminar.

The following is a program designed to help ease this transition. This program's objective is to enhance leadership, cooperation, and productivity among employees who are required to frequently work in groups. This program addresses several key topics, including team purpose and goals, individual team members and roles, communication skills, decision making, conflict resolution, and ethics. While there are many important topics in the areas of leadership and teamwork, the time constraints of a one-day seminar limit the amount of information that can be covered. These particular topics were chosen because they provide an important foundation to build on as more knowledge and experience is gained throughout one's career. The program curriculum consists of outlines, instructions, handouts, and any other pertinent information needed to conduct this seminar.

This program can be very effective and beneficial when conducted properly. After the seminar, partners and managers should be able to see a vast improvement in their staff accountants' professional attitudes, initiative, and productivity, as well as their personal state of well being.

## **SEMINAR AGENDA**

<b>Welcome Session</b>	<b>8:00 - 8:30 AM</b>
<b>Workshop 1</b>	<b>8:30 - 9:30 AM</b>
<b>Workshop 2</b>	<b>9:30 - 10:30 AM</b>
<b>Break</b>	<b>10:30 - 10:45 AM</b>
<b>Workshop 3</b>	<b>10:45 - 11:45 AM</b>
<b>Workshop 4</b>	<b>11:45 - 12:45 PM</b>
<b>Lunch Break</b>	<b>12:45 - 1:45 PM</b>
<b>Workshop 5</b>	<b>1:45 - 2:45 PM</b>
<b>Workshop 6</b>	<b>2:45 - 3:45 PM</b>
<b>Closing Session</b>	<b>3:45 - 4:45 PM</b>

**WELCOME SESSION**  
(30 Minutes)

- I. Introduction
  - A. Tell the group a little bit about yourself
  - B. Explain your role in presenting and facilitating the seminar
- II. Welcome speech
  - A. Preferably given by a manager or partner
  - B. This will help set the tone for the day and emphasize the reasoning and importance of the seminar
- III. Introductions Activity
  - A. Directions
    - 1. Have participants form groups of two
    - 2. Give them approximately five minutes to learn about the other person, both professionally and personally (ex. background, education, hobbies, career goals, family goals)
    - 3. Come back together in one large group
    - 4. Have one participant introduce their partner to the rest of the group
- IV. Program Agenda
  - A. Pass out handout packets
  - B. Discuss the activities and times on the agenda
- V. Conclusion
  - A. Ask for any questions

## **WORKSHOP #1 - TEAM PURPOSE AND GOALS**

(60 Minutes)

- PURPOSE** To examine and understand the importance of an effective team mission statement, accomplished using specified team goals.
- OBJECTIVES** After completing this workshop, participants should be able to:
- Describe the characteristics of a team mission statement
  - Create an effective team mission statement
  - Understand the purpose and importance of team goals
  - Develop effective team goals

### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Describe the criteria for an effective team mission statement (Handout 1)  
Critique sample mission statements (Handout 2)  
Break into smaller groups and create your own team's mission statement (Handout 3)  
Regroup and analyze those statements collectively  
Describe team goals and their characteristics (Handout 4)  
Choose one of the mission statements developed earlier and list specific goals to achieve that mission  
Critique the goals according to their characteristics  
Summarize the workshop and its importance

### **QUESTIONS TO FACILITATE DISCUSSION**

What might the impact be on a team with a poorly written mission statement?  
How does the company's mission statement correspond to our team's mission statement?  
What might the impact be on a team with poorly stated goals?  
How might the team evaluate whether the goals are being met?  
How is the information learned in this workshop relevant to your daily work duties?

## **WORKSHOP #2 - INDIVIDUAL TEAM MEMBERS AND ROLES**

**(60 Minutes)**

**PURPOSE** To examine and understand team dynamics, consisting of task and process roles, and to identify individual leadership styles among group members.

**OBJECTIVES** After completing this workshop, participants should be able to:

- Identify their own leadership style and the styles of their group members
- Distinguish between task and process roles
- Determine when the proper roles should be used and shifted

### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Complete individual behavioral profiles surveys (Handout 5)  
Share the results of these surveys with the group (Handout 6)  
Analyze the results and their significance to group work  
Describe task roles and ask for examples (Handout 7)  
Describe process roles and ask for examples (Handout 8)  
Describe team member behaviors to avoid (Handout 9)  
Summarize the workshop and its importance

### **QUESTIONS TO FACILITATE DISCUSSION**

What are the strengths of a particular leadership style? What are the weaknesses? How can you capitalize on these strengths and improve on these weaknesses?  
How can different leadership styles possessed by members of the same group be beneficial? How can they be harmful?  
What task roles do you usually play in a group?  
What process role do you usually play in a group?  
How do task and process roles work together?  
How is the information learned in this workshop relevant to your daily work duties?



### **WORKSHOP #3 - COMMUNICATION SKILLS**

(60 Minutes)

**PURPOSE** To examine and understand the different forms of communication, their interpretations, and their importance to effective teamwork.

**OBJECTIVES** After completing this workshop, participants should be able to:

- Identify different methods of communication and their appropriate use
- Describe ways to identify and overcome communication barriers
- Know when and how to give and receive feedback

#### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Conduct a fun communication activity (Handout 10)  
Describe the basic communication process (Handout 11)  
Describe the differences between task and process communication and ask for examples of each type from the participants (Handout 12)  
Describe communication barriers (Handout 13)  
Discuss ways to overcome these barriers (Handout 14)  
Describe the best ways to give and receive feedback (Handout 15)  
Discuss the methods and direction of communication used by the company  
Summarize the workshop and its importance

#### **QUESTIONS TO FACILITATE DISCUSSION**

Which methods of communication do you find most effective in different situations?  
Are certain methods of communication inappropriate in certain situations?  
Why do communication barriers exist?  
Personally, how do you react to receiving feedback?  
How is effective communication necessary for team work?  
What has been the impact of technology on communication in the workplace?  
How is the information learned in this workshop relevant to your daily work duties?

## **WORKSHOP #4 - DECISION MAKING**

(60 Minutes)

- PURPOSE** To examine and understand the process of how decisions are made, problems are solved, and how these processes affect teamwork.
- OBJECTIVES** After completing this workshop, participants should be able to:
- Distinguish between decision making and problem solving
  - Understand the decision-making model and apply it to company projects
  - Understand the problem-solving model and apply it to company projects

### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Describe the difference between decision making and problem solving (Handout 16)  
Describe the different types of decisions (Handout 17)  
Evaluate the decision-making model (Handout 18)  
Discuss decision-making procedures (Handout 19)  
Evaluate the problem-solving model (Handout 20)  
Conduct group decision-making and problem-solving activities (Handout 21)  
Discuss the results of that activity  
Summarize the workshop and its importance

### **QUESTIONS TO FACILITATE DISCUSSION**

Why are good decision-making skills important to possess? How will these help you over someone else who does not possess them?  
What types of professional decisions have you had to make? How difficult were they?  
What are the strengths and weaknesses of the different decision-procedures?  
What methods do you use to evaluate whether a decision made or problem solved was good or poor? If poor, how can you change the results?  
How is the information learned in this workshop relevant to your daily work duties?

## **WORKSHOP #5 - CONFLICT RESOLUTION**

(60 Minutes)

**PURPOSE** To examine and understand the causes of team conflict and the strategies for management and resolution of this conflict.

**OBJECTIVES** After completing this workshop, participants should be able to:

- Identify sources of team conflict
- Know which strategies are most effective for different kinds of conflicts
- Describe the steps to managing team conflict

### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Describe possible causes of team conflict (Handout 22)  
Describe conflict management strategies (Handout 23)  
Discuss the appropriate use of these strategies (Handout 24)  
Describe the steps to managing team conflict (Handout 25)  
Discuss an actual team conflict currently affecting the group and work through the steps to resolve it  
Summarize the workshop and its importance

### **QUESTIONS TO FACILITATE DISCUSSION**

What is the most common source of conflict among the team?  
How is team conflict healthy?  
How has team conflict been dealt with in the past? Was this the most effective way?  
How do you react personally to conflict? Does this coincide with the team's reaction?  
How is the information learned in this workshop relevant to your daily work duties?

## **WORKSHOP #6 - ETHICS**

**(60 Minutes)**

**PURPOSE** To examine and understand the practice and importance of moral and ethical behavior in the professional business world.

**OBJECTIVES** After completing this workshop, participants should be able to:

- Critique their own personal level of ethics
- Identify unethical behavior and how to react to it
- Understand the effects of ethics on business practices

### **WORKSHOP AGENDA**

Introduce the workshop and explain its relevant purpose to the company  
Read quote about ethical leadership (Handout 26)  
Brainstorm ideas, definitions, and connotations about ethics  
Define ethics, morals, values, ethics vs. values (Handout 27)  
Discuss the framework for ethical decision making (Handout 28)  
Conduct ethical role playing activity in groups of 4-5 (Handout 29)  
Discuss any reactions to the activity  
Summarize the workshop and its importance

### **QUESTIONS TO FACILITATE DISCUSSION**

How do you measure or define ethical standards?  
How do you react to a co-worker who is unethical?  
What are some ethical situations you have found yourself involved in? How did you react in these situations? What was the outcome?  
What new ethical issues are being raised with today's technological advances, such as the Internet?  
How is the information learned in this workshop relevant to your daily work duties?

## **CLOSING SESSION**

- I. Introduction**
  - A. Answer any last minute questions about any of the preceding activities**
  - B. Let participants know that it's almost over!**
  
- II. Feedback**
  - A. Conduct a feedback survey of the seminar (Handout 30)**
  - B. This will allow you to identify activities and methods that were the most beneficial and which ones that need to be improved upon**
  
- III. Conclusion**
  - A. Thank everyone for actively participating throughout the day**
  - B. Encourage participants to apply their new knowledge and skills to their careers**

## **FOLLOW-UP PROCEDURES**

1. Examine, evaluate, and compile the results of the feedback surveys.
2. Using the feedback surveys, determine what changes, if any, need to be made to the seminar program.
3. Discuss the activities of the seminar with your manager or supervisor. Give them an overall impression of how the day went.
4. Follow-up with each participant a month after the seminar. Determine if they are finding the seminar information useful and applicable to their daily work activities. Answer any questions that may have arisen about the seminar material.

## **OTHER TIPS AND HELPFUL SUGGESTIONS**

- **Make sure you practice the presentation and are well prepared before the day of the seminar. This will help the seminar run more smoothly.**
- **Create a numbered handout packet for all your participants before the day of the seminar. Distribute this packet during the welcome session. This will eliminate time in distributing handout information and make referring to particular items easier throughout the day.**
- **Create a PowerPoint presentation to accompany your discussion and handout material. This will help facilitate the presentation.**
- **When breaking into smaller groups for workshop activities, make sure group members rotate around so that the same people are not always in the same group.**
- **Be sure to frequently ask if there are any questions or concerns about the ideas or material being presented. Be prepared to answer any such questions.**
- **Part of your role as facilitator is to make sure the group stays on task and on schedule. Therefore, you may need to help speed things along or wrap up discussions during the workshop activities in order to stay within the time allotted for each workshop.**

**APPENDIX**  
**(Participant Handouts)**



## **A Team's Mission:**

- is something that the team intends to do (reason for its existence)
- should be determined by the team leader and team members collectively
- serves to direct and motivate team activities
- supports the organization's vision
- defines critical success factors
- makes resource allocation choices
- distinguishes your team from others

## **Criteria For Effective Mission Statements**

- Inspirational and motivational
- Clearly stated
- Differentiating
- Stable but somewhat challenging
- Empowering
- Future oriented
- Realistic
- Attainable

## **Sample Mission Statements Activity**

Here are several examples of mission statements currently being used by public accounting firms of varying sizes. Evaluate these statements using the criteria from Handout 1.

### **BKD, LLP**

The mission of BKD, LLP is to always strive for excellence in providing services to clients, create rewarding career opportunities and maintain sound professional, business, and financial standards.

### **Andersen**

We strive to build relationships and develop innovative solutions which help dynamic people and organizations create and realize value.

### **PricewaterhouseCoopers - Insurance Regulatory Solutions Practice Division**

To continuously strengthen our profitable, leadership position in the global insurance regulatory marketplace by delivering seamless, high quality services to insurance regulators, insurance companies and new market entrants who are willing to partner with us on a long-term, recurring basis to thoughtfully resolve challenging industry issues.

### **Ernst & Young - National Office West**

EYNOW is committed to: anticipating your needs and objectives through proactive service that incorporates thoughtful communication, employing only the highest caliber of professionals who strive for excellence using conventional and innovative methodologies, recognizing the value our people bring to each business setting and environment that maximizes opportunities for professional development, constantly testing our business approach and deploying our human technology to enhance client service, and converting our most innovative ideas to standard practices as quick thereby constantly applying upward pressure on the knowledge curve.

## **Team Mission Statement**

An effective team mission statement provides the foundation for developing goals and action plans to assist the team in reaching its objectives. To assist in formulating a mission statement, first answer the following four questions:

1. What does your team do?
2. For whom does your team perform?
3. How does your team go about doing the work?
4. What makes your team unique?

Now try formulating your own team mission statement, incorporating your responses to the questions above. Remember the effective criteria for team mission statements while you write.

# Team Goals

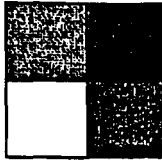
Common goals provide each team member with . . .

- Purpose
- Clarity
- Direction
- Priorities
- Awareness

Goals should be set as early as possible, reviewed regularly, and updated as often as necessary.

Effective team goals possess the following SMART characteristics:

- **S**            Specific
- **M**            Measurable
- **A**            Attainable
- **R**            Relevant
- **T**            Time Bound



# THE PLATINUM RULE™

## Behavioral Profiles: Self-Assessment

Dr. Tony Alessandra & Dr. Michael J. O'Connor

This is an informal survey, designed to determine how you *usually* interact with others in everyday situations. The purpose of this questionnaire is to get a clear description of how you see yourself.

For each pair of statements, you are to distribute three points between the two alternatives (A and B). Base your answers on how you *actually* behave, not on how you think you should behave. Although some pairs of statements may seem equally true for you, assign more points to the alternative that is more representative of your behavior most of the time.

**Key:** If A is very characteristic of you and B is very uncharacteristic, write 3 next to A and 0 next to B.  
If A is more characteristic of you than B, write 2 next to A and 1 next to B.  
If B is more characteristic of you than A, write 2 next to B and 1 next to A.  
If B is very characteristic of you and A is very uncharacteristic, write 3 next to B and 0 next to A.  
*Be sure the numbers that you assign to each pair of statements add up to 3.*

**Example:** For the first set of statements, if A is more characteristic of you than B, you would mark your responses as follows:

1A 2 I am usually open to getting to know people personally and establishing relationships with them.

1B 1 I am usually not open to getting to know people personally and establishing relationships with them.

### *Important Note*

If the observations of others are going to be part of your behavioral profile, ask five to ten people to complete the *Behavioral Profiles: Observer Assessment*. Select people with whom you interact on a regular basis, preferably in a business-related capacity. If you prefer, you may select five people who know you through your personal life. It is important to choose people who all know you either in your professional or your personal life, because your professional style may differ from your personal style. Either way, choose people who will be candid and whose opinions you respect. In some cases, the respondents will remain anonymous; in other cases, it may be advantageous to be able to discuss the responses openly. The respondents must be told whether or not their answers will be anonymous. Also, remember to write your name on all copies of the *Behavioral Profiles: Observer Assessment* before you distribute them.

# Behavioral Profiles: Self-Assessment

If A is very characteristic of this person and B is very uncharacteristic, write 3 next to A and 0 next to B.

If A is more characteristic of this person than B, write 2 next to A and 1 next to B.

If B is more characteristic of this person than A, write 2 next to B and 1 next to A.

If B is very characteristic of this person and A is very uncharacteristic, write 3 next to B and 0 next to A.

*Be sure that the numbers you assign to each pair of statements add up to 3.*

1A \_\_\_\_ I am usually open to getting to know people personally and establishing relationships with them.

1B \_\_\_\_ I am usually not open to getting to know people personally and establishing relationships with them.

2A \_\_\_\_ I usually react slowly and deliberately.

2B \_\_\_\_ I usually react quickly and spontaneously.

3A \_\_\_\_ I am usually guarded about other people's use of my time.

3B \_\_\_\_ I am usually open to other people's use of my time.

4A \_\_\_\_ I usually introduce myself at social gatherings.

4B \_\_\_\_ I usually wait for others to introduce themselves to me at social gatherings.

5A \_\_\_\_ I usually focus my conversations on the interests of the parties involved, even if this means that the conversations stray from the business or subject at hand.

5B \_\_\_\_ I usually focus my conversations on the tasks, issues, business, or subject at hand.

6A \_\_\_\_ I am usually not assertive, and I can be patient with a slow pace.

6B \_\_\_\_ I am usually assertive, and at times I can be impatient with a slow pace.

7A \_\_\_\_ I usually make decisions based on facts or evidence.

7B \_\_\_\_ I usually make decisions based on feelings, experiences, or relationships.

8A \_\_\_\_ I usually contribute frequently to group conversations.

8B \_\_\_\_ I usually contribute infrequently to group conversations.

- 9A \_\_\_\_ I usually prefer to work with and through others, providing support when possible.
- 9B \_\_\_\_ I usually prefer to work independently or dictate the conditions in terms of how others are involved.
- 10A \_\_\_\_ I usually ask questions or speak more tentatively and indirectly.
- 10B \_\_\_\_ I usually make emphatic statements or directly express opinions.
- 11A \_\_\_\_ I usually focus primarily on the idea, concept, or results.
- 11B \_\_\_\_ I usually focus primarily on the person, interaction, and feelings.
- 12A \_\_\_\_ I usually use gestures, facial expressions, and voice intonation to emphasize points.
- 12B \_\_\_\_ I usually do not use gestures, facial expressions, and voice intonation to emphasize points.
- 13A \_\_\_\_ I usually accept others' points of view (ideas, feelings, and concerns).
- 13B \_\_\_\_ I usually do not accept others' points of view (ideas, feelings, and concerns).
- 14A \_\_\_\_ I usually respond to risk and change in a cautious or predictable manner.
- 14B \_\_\_\_ I usually respond to risk and change in a dynamic or unpredictable manner.
- 15A \_\_\_\_ I usually prefer to keep my personal feelings and thoughts to myself, sharing only when I wish to do so.
- 15B \_\_\_\_ I usually find it natural and easy to share and discuss my feelings with others.
- 16A \_\_\_\_ I usually seek out new or different experiences and situations.
- 16B \_\_\_\_ I usually choose known or similar situations and relationships.
- 17A \_\_\_\_ I am usually responsive to others' agendas, interests, and concerns.
- 17B \_\_\_\_ I am usually directed toward my own agendas, interests, and concerns.
- 18A \_\_\_\_ I usually respond to conflict slowly and indirectly.
- 18B \_\_\_\_ I usually respond to conflict quickly and directly.

# Behavioral Profiles: Scoring Sheet

Transfer your scores from each of the blanks on the instrument to the table that follows. *Note that sometimes the "A" response appears first and other times the "B" response appears first.* When you are finished, total each column.

O	S	D	I
1A	1B	2B	2A
3B	3A	4A	4B
5A	5B	6B	6A
7B	7A	8A	8B
9A	9B	10B	10A
11B	11A	12A	12B
13A	13B	14B	14A
15B	15A	16A	16B
17A	17B	18B	18A
O Total	S Total	D Total	I Total

Compare the O and S scores. Which is higher? Enter the higher score in the blank below and circle the corresponding letter:

\_\_\_\_\_ O S

Compare the D and I scores. Which is higher? Enter the higher score in the blank below and circle the corresponding letter:

\_\_\_\_\_ D I

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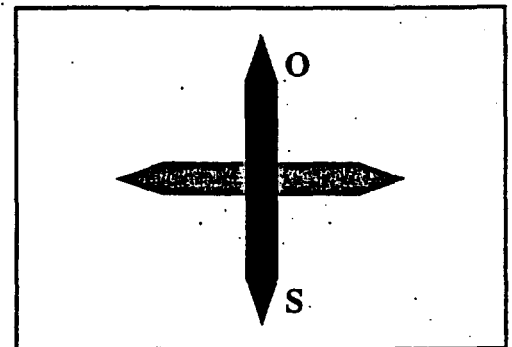
## Behavioral Profiles: Scoring Matrix

by Dr. Tony Alessandra and Dr. Michael O'Conner

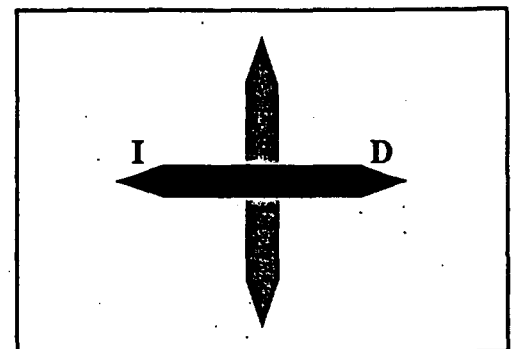
Note: This scoring matrix is designed to be used with the *Behavioral Profiles: Self-Assessment* and/or the *Behavioral Profiles: Observer Assessment*.

By this time, you have scores for yourself either from the *Self-Assessment* or from the *Observer Assessment* or both. The last task on page 4 of the instrument determines two sets of letter/number combinations, which are indicative of your behavioral style.

The first dimension is that of "O" or "S." "O" stands for Open, also described as Supporting. "S" stands for the Self-Contained, also described as Controlling. The Open/Self-Contained (Supporting/Controlling) dimension described a continuum of behaviors that reflect a person's priorities—ranging from highly relationship oriented to highly task oriented. An Open person is more relationship oriented, and a Self-Contained person is more task oriented. The letter that you circled ("O" or "S") indicates where on this continuum your main tendencies lie.



The second dimension is that of "D" or "I." "D" stands for Direct, and "I" stands for Indirect. The Direct/Indirect dimension describes a continuum of behaviors that reflect the degree of a person's extroversion or introversion. A Direct person is more outward focused and an Indirect person is more inward focused. The letter that you circled ("D" or "I") indicates where on this continuum your main tendencies lie.

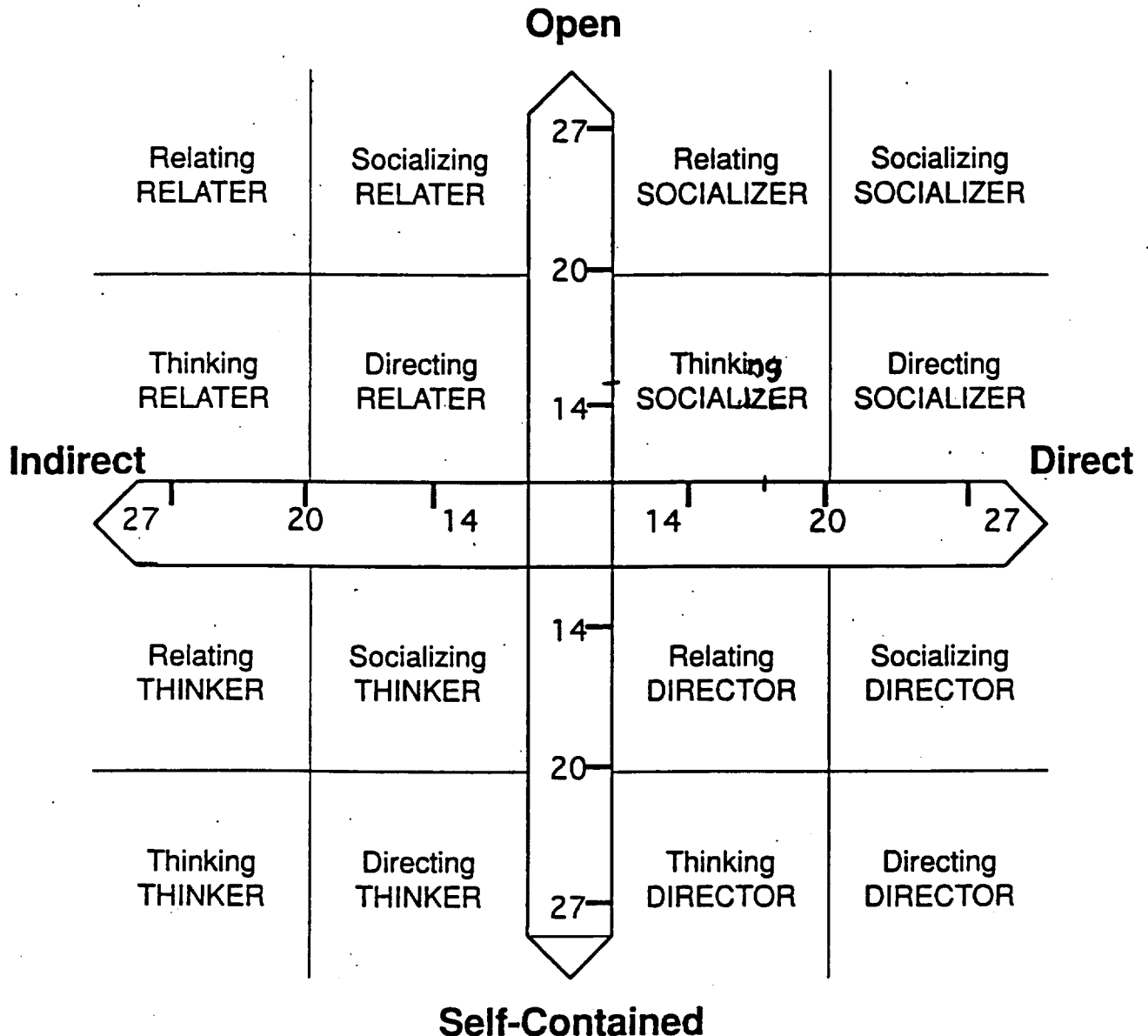


Of course, each dimension reflects a continuum of actions. No person is purely Direct or Indirect or Open (Supporting) or Self-Contained (Controlling). In the scoring matrix that follows, the Directness and Openness dimensions generate sixteen different, recognizable, and habitual behavioral patterns. Each, therefore, represents unique combinations of Openness and Directness levels—unique relationship behaviors. Although behavioral style is only a partial description of behavior and habits, it is highly effective in describing how others perceive you in business and social situations.

Now you are ready to plot your scores on the Scoring Matrix.

## Your Scores on the Behavioral Profiles: Self-Assessment

Plot your scores on the graph that follows, using the two dimensions that you identified as highest on the Scoring Sheet. For example, if your O score is 22 and your D score is 18, you would fall into the category of Relating Socializer. Mark this section with an "X."



# **Your Scores on the Behavioral Profiles: Observer Assessment**

If you have asked others to complete copies of the *Behavioral Profile: Observer Assessment* for you, plot the scores that they gave you in the same way that you plotted your own scores. Mark their scores with dots so that you can distinguish their assessments of your style from your own assessment.

Connect any dots that form a cluster to create a scattergram that represents the most common range of perceptions. Do not connect any dot that is quite different from the major cluster of dots. The cluster of dots is the predominant view of your behavioral style as reported by these people.

The input that you received from others gives you additional data to analyze. Research indicates that the people at work who are closest to you are the most aware of your personal style. They work with you every day and see many facets of your personality—the way that you work with people, your preference for working alone or with others and your reactions to stress, confrontations, triumphs, frustrations and so on. Often these interpretations will cluster around the same area of the matrix.

Remember that the scores are *perceptions*—yours and those of others; therefore, they are subject to bias. The dots in your scattergram are not perfect indicators of your behavioral style, but they are the best available data, which is subject to added feedback from other observers. Feedback instruments like this offer a great deal of insight and food for thought.

## **Implications of Your Scores**

What should you do with the feedback you have received? First, look at any differences between your interpretations and those of others. Resist the temptation to dismiss their perceptions. Instead, ask yourself about the implications of these differences. Realize that you possess more assets—and more areas for improvement—than you first might have thought.

Chances are good that your perception of yourself is fairly accurate. If you find a large discrepancy between your interpretation of your behavioral style and those reported by the observers, you might have cause to examine the way you answered the *Behavioral Profiles: Self-Assessment*. At the very least, the differences may provide you with some valuable insights. It is quite common for people to see themselves differently from the way others see them.

## **Be Happy with Who You Are**

Some people look at their behavioral style and wish they were more like someone else. This is not uncommon or illogical. We all aspire to be “better.” The key to success, however, is *to improve who you are* rather than trying to remake yourself and become someone else.

You are a product of your unique experiences and influences—your parents, genetics, upbringing, education, and so on. All of these have affected how you view and react to situations as well as what you believe to be important. Realize that your behavioral style has just one purpose: to serve your needs and wants.

## **What Is the Best Style?**

The answer is simple: none—and all. Asking which style is best is like asking which color—red, blue, yellow, or green—is best. There is no “best.” Each style has worth. Each has its unique strengths and opportunities for continuing improvement and growth.

# The Four Major Behavioral Styles

As we have seen, each of the quadrants created from combining the openness and directness axes represents a unique combination of open/or self-contained and indirect/or direct behaviors. Each combination has its own needs and preferences in terms of how that individual relates to people and situations.

The four major quadrants represent four distinct, identifiable, predictable behavioral patterns or styles. These behavioral styles are referred to as the *Director*, the *Socializer*, the *Relater* and the *Thinker*. These names reflect a generalized character type rather than a complete or accurate description of any individual.

People possess traits from all four styles to varying degrees. Yet most people display a dominant pattern. It is like a theme in a musical composition: The pattern does not describe all the parts, but it is a recurring and predictable element. Like variations on a theme, people also possess traits which vary from their dominant patterns. The most hard-driving, self-reliant Director will also have, if ever so subtly expressed, parts of the needing-to-be-part-of-the-team Relater.

There is no "best" behavioral style. Each style has its own unique needs and wants, strengths and weaknesses. Much of a style's effectiveness in a particular situation depends on its "owner's" ability to be flexible in applying his or her strengths and in compensating for weaknesses in that particular situation. Although behavioral style is only a partial description of personality, it is highly useful in describing how a person is perceived in social and business situations.

As you better understand your own behavior patterns and those of others, your communication will become more effective in ways that maintain comfort (reduce tension) and heighten productivity. With an awareness of the four basic styles, you can learn to apply the Spirit of the Golden Rule ("Treat others as they wish to be treated") to create more harmony in your relationships, both business and personal.



## Directors

Directors are Self-Contained (Controlling) and Direct. They exhibit firmness in their relationships with others, are oriented toward productivity and goals, and are concerned with bottom line results.

Directors accept challenges, take authority, and go head first into solving problems. They tend to exhibit great administrative and operational skills and work quickly and impressively by themselves. They tend to appear to others as cool, independent and competitive, especially in a business environment. Directors try to shape their environment to overcome obstacles en route to their accomplishments. They demand maximum freedom to manage themselves and others and use their leadership skills to become winners.

Closely allied to their positive traits are the negative ones of stubbornness, impatience and toughness. Directors tend to take control of other people and can have a low tolerance for the feelings, attitudes, and inadequacies of co-workers and subordinates. They like to move at a fast pace and are impatient with delays. It is not unusual for a Director to call you and, without saying hello, launch right into the conversation, "You've got to be kidding; the delayed shipment will kill us...by the way, this is Pat." People who cannot keep up with Directors' speed are viewed as incompetent.

The Director's motto might be "I want it done right and I want it done now" or "I want it done yesterday!" They get things done and make things happen. They are like jugglers who like to do many things at the same time. They start juggling three things at once and when they feel comfortable with those three things, they pick up a fourth. They keep adding more until the pressure builds to the point where they let everything drop—then immediately start the whole process over again. The Director's theme seems to be, "Notice my accomplishments." Their high-achievement motivation gives Directors a tendency toward workaholism.

The primary strengths of Directors are their ability to get things done, leadership, and decision-making skills. Their weaknesses tend to be inflexibility, impatience, poor listening habits, and failure to take time to "smell the flowers." In fact, they are so competitive, when they do finally go out to "smell the flowers," they return and say to others, "I smelled twelve today. How many did you smell?"

Directors' ideal occupations might include hard-driving newspaper reporter, stockbroker, independent consultant, corporate CEO, drill sergeant, or monarch. In a business environment they like others to be decisive, efficient, receptive, and intelligent. In a social environment they want others to be quick, assertive, and witty.

Directors' desks will be busy with paperwork, projects, and material separated into piles. Their offices are decorated to suggest power. Directors are formal and keep their distance physically and psychologically.

Directors' offices are arranged so that seating is formal; that is, big power desks separate them from visitors. They do not appreciate people who get too close, so becoming friends is not a prerequisite to doing business.

To achieve more balance, Directors need to practice active listening, pace themselves to project a more relaxed image, and develop patience, humility, and sensitivity. They need to show a concern for others, use more caution, verbalize the reasons for their conclusions, and participate more as team players.



## Socializers

Socializers are Direct and Open (Supporting), exhibiting characteristics such as animation, intuitiveness, and liveliness. But they can also be viewed as manipulative, impetuous, and excitable when displaying behavior inappropriate to the situation.

Socializers keep a fast pace. Their actions and decisions are spontaneous. They are seldom concerned about facts and details and try to avoid them as much as possible. Their motto is "Don't confuse me with the facts." This disregard for details sometimes prompts them to exaggerate and generalize facts and figures. It also gives them a built-in excuse when they are wrong: "I didn't have all the facts!" They are more comfortable with "best guesstimates" than with exact, empirical data.

Socializers' primary strengths are their enthusiasm, persuasiveness, and delightful sociability. Their primary weaknesses are the tendency to get involved in too many things, impatience, and short attention spans that cause them to become bored easily.

Socializers are idea people. They have the ability to get others caught up in their dreams because of their good persuasive skills. They influence others and shape their environment by bringing others into alliance to accomplish results. They seek approval and recognition for their accomplishments and achievements. They have the dynamic ability to think quickly on their feet.

Socializers are true entertainers. They love an audience and thrive on involvement with people. They tend to work quickly and enthusiastically with others. If they had a motto that would aptly describe their behavior, it might be: "Ain't we got fun!"

Socializers are stimulating, talkative, and gregarious. They tend to operate on intuition and like to take risks. Their greatest irritations are boring tasks, being alone, and not having access to a telephone.

Many Socializers are in occupations such as sales, entertainment, public relations, the hotel business and other glamorous, high profile careers. In the business environment, they like other people to be risk takers and to act quickly. In a social environment, they like others to be uninhibited, spontaneous, and entertaining.

Socializers design and use their space in a disorganized and cluttered manner; however, they know if something is missing. Their walls may contain awards, stimulating posters or notes, and motivational, personal slogans. The seating arrangement indicates warmth, openness, and a willingness to make contact. Because Socializers are touchers and do not mind a slap on the back or a warm handshake, they often move to an alternative seating arrangement when talking with visitors. There is little danger of alienating Socializers by standing too close or playing with something on their desks.

To achieve more balance and behavioral flexibility, Socializers need to control their time and emotions; develop a more objective mind-set; spend more time checking, verifying, specifying and organizing; develop more of a task focus; and take a more logical approach to projects and issues.



## Relaters

Relaters are Open (Supporting) and Indirect, relatively unassertive, warm, and reliable. Relaters are sometimes seen by others as compliant, soft-hearted and acquiescent.

Relaters seek security. They take action and make decisions slowly. This pace stems from their desire to avoid risky or unknown situations. Before they take action or make a decision, they have to know how other people feel about their decision.

Relaters tend to be the most people oriented of all the four styles. Having close, friendly, personal, first-name relationships with others is one of their most important objectives. They dislike interpersonal conflict so much that they sometimes say what they think other people want to hear. They have natural counseling skills and are extremely supportive. Their theme is, "Notice how well-liked I am."

Relaters tend to be good, active listeners and generally develop relationships with people who are also good listeners. As a result, Relaters have strong networks of people who are willing to be mutually supportive. You often feel good just being with a Relater.

Relaters focus on getting acquainted and building trust. They are irritated by pushy, aggressive behavior. They question, "How will it affect my personal circumstances and the camaraderie of the group?" They are cooperative, steady workers and excellent team players.

The primary strengths of Relaters are relating to, caring for, and loving others. Their primary weaknesses are that they are somewhat unassertive, overly sensitive and easily bullied.

Ideal occupations for the Relater cluster around the helping professions such as counseling, teaching, social work, the clergy, psychology, nursing, parenting, and human resource development.

In the business environment, Relaters like others to be courteous, friendly and accepting of their share of the responsibility. In a social environment, they like others to be genuine and friendly.

Relaters' desks contain family pictures and other personal items. Their office walls have personal reminders as well as family or group photos, serene pictures, or mementos. Relaters are "high-touch" in a high-tech world. They give their offices a friendly, warm ambience and arrange seating in a side-by-side, cooperative way.

To achieve more balance and to develop behavioral flexibility, Relaters need to say "no" occasionally; attend to completing tasks without oversensitivity to the feelings of others; be willing to reach beyond the comfort zone to set goals that require some stretch and risk; and delegate to others.



## Thinkers

Thinkers are both Indirect and Self-Contained (Controlling). They are concerned with analytical processes and are persistent, systematic problem solvers. They can also be seen as aloof, picky and critical. Thinkers are very security conscious and have a high need to be right, leading them to an overreliance on data collection. In their quest for data, they tend to ask many questions about specifics. Their actions and decisions tend to be slow and extremely cautious, but they will rarely miss a deadline. Although they are great problem solvers, Thinkers could be better decision-makers.

Thinkers tend to be perfectionistic, serious, and orderly. They focus on the details and the process of work and become irritated by surprises and "glitches." Their theme is, "Notice my efficiency"; their emphasis is on compliance and working within existing guidelines to promote quality in products or service.

Thinkers like organization and structure and dislike too much involvement with other people. They work slowly and precisely by themselves, are time-disciplined and prefer an intellectual work environment. Thinkers tend to be critical of their own performance. They tend to be skeptical and like to see things in writing.

Thinkers' primary strengths are their accuracy, dependability, independence, follow-through and organization. Their primary weaknesses are their procrastination and conservative natures, which promote their tendency to be finicky and over-cautious. Occupations that they tend to gravitate toward are accounting, engineering, computer programming, the hard sciences (chemistry, physics, math), systems analysis, and architecture.

The greatest irritations for Thinkers are disorganized, illogical people. In business environments, they want others to be credible, professional, and courteous. In social environments, they like others to be pleasant and sincere.

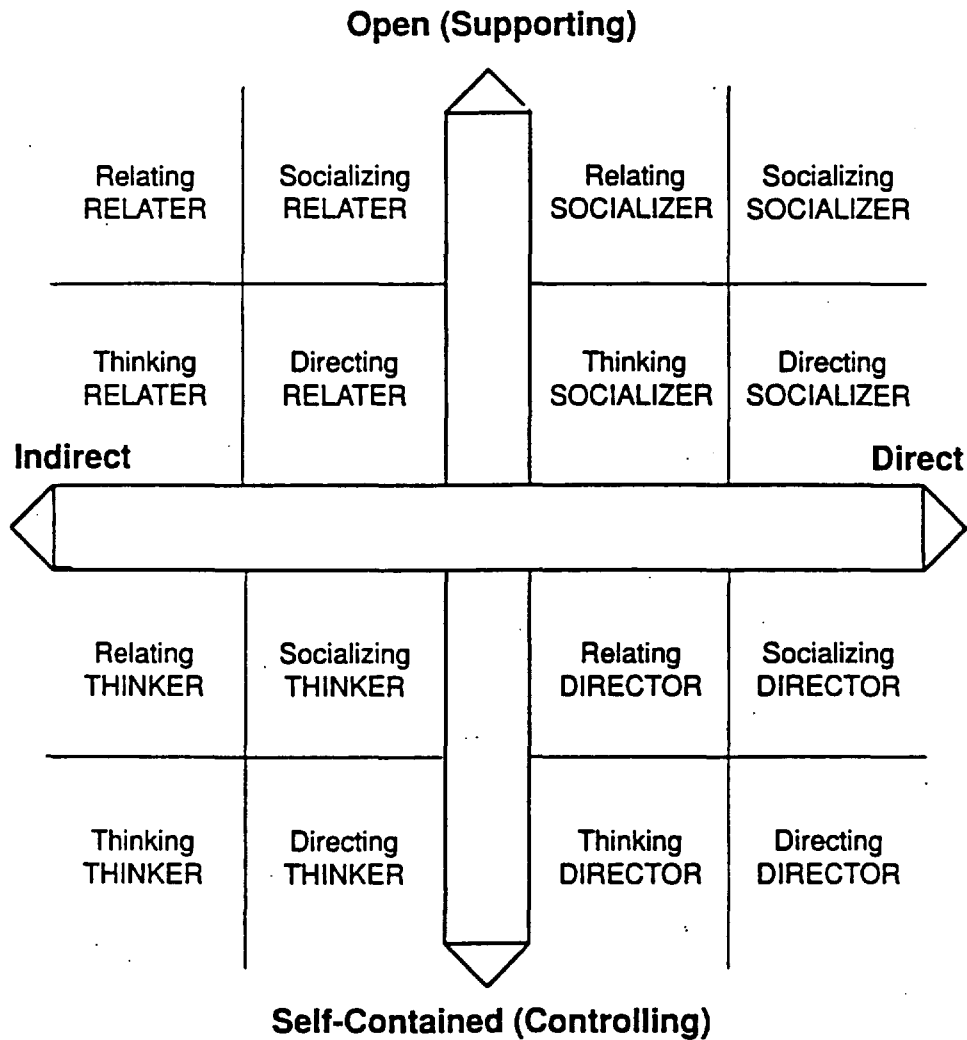
Environmental clues include highly organized desks with clear tops. Their office walls contain their favorite types of art work: charts, graphs, exhibits or pictures pertaining to the job. Thinkers are non-contact people who prefer the formality of distance. This preference is reflected in the functional but uninviting arrangement of their desks and chairs. They are not fond of huggers and touchers, and prefer a cool handshake or a brief phone call.

To improve their balance and behavioral flexibility, Thinkers can benefit by openly showing concern and appreciation of others; trying shortcuts and time-savers occasionally; adjusting more readily to change and disorganization; improving timely decision making and initiation of new projects; compromising with the opposition; expressing decisions in a forthright manner, regardless of whether or not they are popular; and using policies more as guidelines than hard-and-fast laws.



# What Is a Substyle?

When you are yourself, your core behavioral style shows. Although each of us has his or her own basic style, only about 15 percent of the total population can be understood clearly by just these four core styles. Each core style also contains four substyles. In other words, each quadrant can be further divided into quadrants. This can be represented graphically as follows:



Consider the following example: not every Socializer is equally Direct and equally Open; therefore, each takes on some of the tendencies of other styles. A Socializer who is less Direct than other Socializers could be a Relating Socializer or a Thinking Socializer, depending on his or her degree of Openness.

## Substyles of Directors

### *Directing Director: The Director*

The goal that motivates Directing Directors is new opportunities. You are less concerned about what other people think than many other styles; therefore, you are willing to speak your mind and to take more risks. You often question authority and prefer to arrive at your own conclusions based

on the facts at hand. Rather than deal with limitations such as the status quo, you tend to ignore them or deal with them and their consequences later—if at all.

Compared to other Directors, you are more likely to:

- Want to win
- Dislike inaction, predictability and lack of change
- Think that your way is the only way
- Seek new challenges
- Want to find your own answers
- Interpret rules your own way
- Take charge with people and situations
- Do things yourself when under pressure

### ***Socializing Director: The Adventurer***

The goal that motivates Socializing Directors is dominance and independence. Consequently, you are wary around people who may take advantage of you or beat you to a goal. Because of your results-oriented nature, you may sometimes sacrifice quality for quantity. Your innate sense of self-importance enables you to make mistakes and still feel favorably about yourself. You do not mind confrontation and are willing to challenge others.

Compared to other Directors, you are more likely to:

- Be persistent
- Stand up for yourself
- Prefer that things get done quickly
- Express confidence in your ability to achieve and make a difference
- Downplay your own mistakes and focus on your successes
- Cut corners to reach goals more quickly
- Show annoyance when your goals are thwarted
- Become forceful when under pressure

### ***Relating Director: The Producer***

The goal that motivates Relating Directors is accomplishing bigger and better goals according to an internal timetable. You prefer to be involved in your chosen activities from start to finish and you resist people who are obstacles to your achievements. Your ability to produce makes you highly valued in situations in which an efficient, dependable, or incrementally improving rate of production is desired.

Compared to other Directors, you are more likely to:

- Dislike being told what, when, or how to do things
- Maintain an active life style
- Be straightforward about what you think, feel, and are willing to do

- Delegate tasks only when you must do so
- Act competitively, especially in pushing yourself to new levels or in new directions
- Emphasize production that is completed on schedule
- Formalize the action-planning and follow-up processes
- Become tenacious when under pressure

### ***Thinking Director: The Pioneer***

The goal that motivates Thinking Directors is being in a position to direct and redirect task accomplishments. You tend to focus more on the future than on either the present or the past. You are driven by a quest for unique accomplishments and you avoid boredom. Although you are cautious and calculating, your ability to think quickly enables you to act quickly when the situation requires it. As an agent of change, you do not like to leave things as you found them.

Compared to other Directors, you are more likely to:

- Want to change the way that things are done
- Answer to your own personal ideas and standards
- Want to have control over situations, processes and other people
- Restrain outward expressions of your private feelings and thoughts
- Strive to accomplish the unusual
- Need tangible rewards
- Fear that you will not meet your own standards
- Become demanding and detached when under pressure

### **Substyles of Socializers**

#### ***Socializing Socializer: The Socializer***

The goal that motivates Socializing Socializers is social approval from others. You have a natural tendency to meet people, and others feel comfortable with you. You speak freely about your thoughts, feelings and experiences, and expect others to do the same. You show your acceptance of others by eye contact and touching as well as by words. You are very receptive to change and adjust well to diverse ways of doing things.

Compared to other Socializers, you are more likely to:

- Seek approval from others and be motivated by their acceptance
- Praise others' accomplishments
- Be exuberant and optimistic
- Give free rein to both time and emotions
- Overlook physical, emotional, political, or philosophical differences
- React emotionally
- Start many activities without necessarily finishing them
- Become sentimental and careless when under pressure

### ***Relating Socializer: The Helper***

The goal that motivates Relating Socializers is friendship. You have a natural dislike of pressuring others or telling them what to do. You seek close, personal relationships rather than popularity and have a wide range of friends and acquaintances. You communicate a low-key, casual style of caring and sharing. You are deliberate and patient in your approach to tasks. You are extremely sensitive to criticism, and allow it to affect your relationships.

Compared to other Socializers, you are more likely to:

- Empathize and understand
- Become overly attached to those you care about
- Avoid conflict
- Be dependable, caring and responsible
- Listen to others' feelings and share your own
- Trust others
- Prefer a positive, people-oriented work environment
- Become too intimate or unrealistic when under pressure

### ***Thinking Socializer: The Impresser***

The goal that motivates Thinking Socializers is to win with flair. However, you do not want to win at any cost or hurt others' feelings. Taking shortcuts seems like cheating to you, so you avoid such behaviors. You can become impatient with those who procrastinate about getting started. At times, you can get so involved with getting a job done that you stretch the truth a bit.

Compared to other Socializers, you are more likely to:

- Want to win or get results with flair
- See winning as all or nothing
- Judge others by their abilities to make things happen
- Work harder if it means bigger rewards
- Prefer to share work with others
- Be concerned about looking bad
- Want to do things the best way
- Become restless, impatient and aggressive when under pressure

### ***Directing Socializer: The Enthusiast***

The goal that motivates Directing Socializers is influencing people. You enjoy symbols of authority and prestige. You feel uncomfortable with any kind of confinement or restriction of freedom. Your high level of self-confidence enables you to withstand criticism from others. Each new person and situation is interesting to you, so life seems continually fresh.

Compared to other Socializers, you are more likely to:

- Collect status symbols
- Admire how well others express themselves
- Dislike routines, slow paces and details
- Be good at delegating tasks
- Look at life positively and enthusiastically
- Persuade others to work toward common goals
- Trust other people
- Become soft and give in when under pressure, so as not to lose future opportunities to influence others

## **Substyles of Relaters**

### ***Relating Relater: The Relater***

The goal that motivates Relating Relaters is personal stability. Any change or risk that might jeopardize relationships or surroundings is threatening. Therefore, you focus on giving others what they want and on avoiding conflicts. Before you act, you think and plan ahead; you follow proven procedures in an orderly manner. You prefer dealing with concrete situations and data rather than theory, trends, or conjecture. You are most comfortable in a work environment that is pleasant, friendly and non-competitive.

Compared to other Relaters, you are more likely to:

- Want and be motivated by acceptance, involvement, and projects
- Act naturally reserved and supportive
- Fear loss of stability
- Follow established procedures and proven practices
- Follow activities through to completion
- Think realistically and act in an orderly manner
- Prefer tangible, identifiable tasks
- Become submissive when under pressure

### ***Thinking Relater: The Specialist***

The goal that motivates Thinking Relaters is to specialize: to do only what you know and know only what you do. You prefer to focus on your own interests and avoid getting involved with crowds or high-profile situations. The best conditions for you are those that are stable and allow for steady, incremental gains. Generalists complement you; you each take on the tasks that the other dislikes.

Compared to other Relaters, you are more likely to:

- Like checklists and step-by-step methods
- Focus on relationships and situations that are familiar

- Fear unpredictable or unmanageable changes
- Minimize risk before taking action
- Be appreciated for your consistency
- Be slow to act and react
- Narrow the scope of your interests
- Take an even narrower focus when under pressure

### ***Directing Relater: The Go-Getter***

The goal that motivates Directing Relaters is a desire for a steady flow of more accomplishments. Despite your somewhat indirect nature, you can be very direct in situations that are task focused. Your ability to think through a project makes you a good short-term planner; you can identify the roles, resources and time lines needed to complete a project successfully. Your search for results leads you to be highly self-reliant, rather than to depend on others to achieve the quality you want.

Compared to other Relaters, you are more likely to:

- Enjoy being industrious
- Take responsibility for tasks
- Do your share of the work
- Break jobs down into smaller sections
- Have difficulty with multi-tasking and delegating
- Look for specific and short-term results
- Feel that you look bad when others make mistakes
- Become frustrated and impatient when under pressure

### ***Socializing Relater: The Harmonizer***

The goal that motivates Socializing Relaters is the acceptance and approval they gain from helping others. You want to be a person who is wanted and needed by others. You remember birthdays and anniversaries and you sincerely appreciate thoughtfulness from others. As a good listener, you function better as a sounding board for venting frustrations than as a problem solver. Your interest is more in helping others to make do with the current situation than in suggesting change.

Compared to other Relaters, you are more likely to:

- Demonstrate a caring attitude and expect the same from others
- Enjoy displays of affection and approval
- Dislike aggression
- Serve as a sounding board for others
- Project warmth and acceptance
- Overdo helpfulness and empathy
- Want acceptance
- Become somewhat expressive and emotional when under pressure

## Substyles of Thinkers

### *Thinking Thinker: The Thinker*

The goal that motivates Thinking Thinkers is the desire to be correct. Your life style reflects your preference for privacy, and your interactions with people are formal and poised. As a naturally curious thinker, you are more inclined to identify a spectrum of interests and behaviors than people of other types. With a natural talent for methodical and deliberate decision making, you emphasize precise understanding, accurate work, proper manners and impeccable personal habits.

Compared to other Thinkers, you are more likely to:

- Need to be right
- Act and think logically
- Accumulate data
- Seek precision and discretion
- Avoid irrational, emotionally volatile and overly direct people
- Have concern for appearances
- Tend toward reason and intellectualism
- Worry excessively when under pressure

### *Directing Thinker: The Master-Minder*

The goal that motivates Directing Thinkers is to increase opportunities for unique and significant personal accomplishments. You express yourself more by what you do than what you say. Consequently, you have strong needs to choose your own goals and to work independently. As primarily an idea-generator and developer, you have little interest in dealing with implementation details.

Compared to other Thinkers, you are more likely to:

- Be willing to take some risks in decision making
- Appear focused but calculated in your discussions of tasks and situations
- Be very sensitized to conflict and resistance
- Prefer situations with less involvement with people
- Be future focused, especially concerning ideas
- Be concerned about losing your autonomy and individuality
- Excel at planning and monitoring processes
- Become overly analytical when under pressure

### *Socializing Thinker: The Assessor*

The goal that motivates Socializing Thinkers is accomplishing goals with excellence. As a quick thinker, you can deal with many inputs simultaneously; however, you may be slow to take action. The nickname of "Assessor" is based on your evaluative approach to people and tasks; you tend to have strong opinions about people and groups with whom you do not identify or agree.

Compared to other Thinkers, you are more likely to:

- Have a natural interest in people
- Be concerned about what others think
- Develop strong emotional attachments to personal interests
- Underestimate the time required for task accomplishment
- Be intuitive about situations and people
- Connect self-esteem to what you do
- Be interested in ideas and processes
- Be intense and demanding of yourself when under pressure

### ***Relating Thinker: The Perfecter***

The goal that motivates Relating Thinkers is predictable results. You pay attention to key processes and details, as well as to proven procedures and relationships. Your methodical approach, thoroughness, and dependability make you a valued employee in many kinds of organizations, especially those that involve highly specialized and focused work. Although you are not opposed to change, you do want to be sure that the change is attainable and that it will result in the desired improvement.

Compared to other Thinkers, you are more likely to:

- Follow established expectations and regulations
- Want to be in charge of process controls
- Attend precisely to details
- Dislike opposition, hostility and adversity
- Crave stability and clarity
- Act with tact, in a measured way
- Work well in project- or task-support positions
- Become very reserved and indirect when under pressure, both to avoid hostility and to avoid the perception of having made a mistake

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## **Task Roles - Ask “What” and “Why”**

**Possible task roles played by team members include:**

Information Giver  
Information Seeker  
Elaborator  
Consensus Seeker  
Clarifier  
Standard Setter  
Initiator  
Opinion Giver  
Representative

**What are some “task” roles you play when you are a member of a team?**

## **Process Roles - Ask “How”**

Possible process roles played by team members include:

Encouraging  
Supporting  
Accepting  
Yielding  
Harmonizing  
Listening  
Gatekeeping

What are some “process” roles you play when you are a member of a team?

## **Team Member Behaviors To Avoid**

Condescending

Self-Seeking

Dominating

Joking

Withdrawing

Avoiding

Blocking

Bullying

## **Communication Activity**

1. Have participants stand in a circle.
  2. Give each participant a new name by cutting out the names below and taping one on to each participant's back, not letting them see their new name.
  3. Participants must then figure out who they are by asking only yes or no questions to the other participants.
- 

Oprah Winfrey

Christopher Columbus

George Bush

Henry Ford

Santa Claus

Marilyn Monroe

Michael Jordan

Mickey Mouse

David Letterman

Muhammad Ali

Richard Nixon

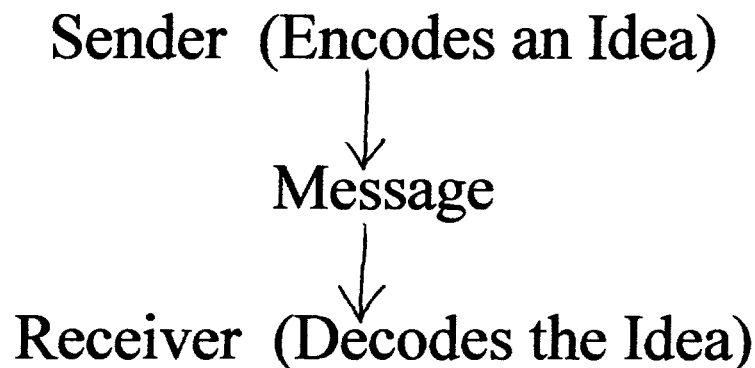
Tom Hanks

Donald Trump

John Lennon

## **Team Communication**

The quality of a team's work depends upon the quality of the information they share. This exchange of information is transmitted, received, and acted upon through the following basic communication process:



Good team communication and understanding leads to:

- Improved productivity
- Better problem solving
- Reduction in grievances
- Improved working relationships
- Greater personal satisfaction

## **Task Communication:**

- leads to the explanation of a team situation
- is commonly stated, “I think that . . .”

## **Task Communication Characteristics**

Active  
Concrete  
Verbal  
Explicit  
Linear  
Analytical

---

## **Process Communication:**

- leads to an understanding of the team situation
- is commonly stated, “I feel . . .”

## **Process Communication Characteristics**

Artistic  
Visual  
Emotional  
Spontaneous  
Intuitive

# **Communication Barriers**

Barriers to effective team communication can cause great difficulties among the team in achieving its objectives. These barriers are the result of team members being unable to determine the difference between various communication channels we use to speak. These channels include:

Facts

Feelings

Values

Opinions

# Overcoming Communication Barriers

One effective way to overcome communication barriers is to carefully word your statements. Some possible ways to begin your responses include:

## Communication Channel

## Phrase Response

Facts

“The facts are . . .”

Feelings

“I feel that . . .”

Values

“To me . . .”

“Personally, . . .”

Opinions

“In my opinion . . .”



**Feedback** is the giving and receiving of information about performance, two important parts of effective team communication which can benefit all team members and the entire organization.

## **Benefits of Giving Feedback**

- Reduces Uncertainty
- Solves Problems
- Builds Trust
- Strengthens Relationships
- Improves Work Quality

## **Guidelines for Giving Feedback**

- Be specific
- Be descriptive, not evaluative
- Be timely
- It must be on-going

## **Guidelines for Receiving Feedback**

- Obtain as much information as possible
- Avoid becoming defensive
- Use the feedback you ask others for to improve

# Difference Between Decision Making and Problem Solving

**Problem Solving**

**Decision Making**

Past —————> Present —————> Future

**Problem Solving** - originates in the past. A problem is something that has gone wrong in the past and must be managed in the present.

**Decision Making** - originates in the present while looking to the future for a resolution. It is a commitment to a course of action chosen from several alternatives.

# Types of Decisions

1. **Complex** - require large amounts of information and involvement by all team members
2. **Yes and No** - involve two alternatives - either to accept or reject the proposal
3. **Single Course of Action** - involve determining whether the proposed measure should be implemented
4. **One Alternative** - concerned with whether a measure should be adopted

## **Decision-Making Model**

1. Clarify the purpose
2. Establish evaluative criteria
3. Brainstorm several options
4. Compare these options
5. Identify the risks involved with each option
6. Rank the risk factors
7. Make a well-thought out decision

# **Decision-Making Procedures**

Decision by authority

Decision by consensus

Decision by minority

Decision by unanimity

Democratic process

# **Problem-Solving Model**

1. Define the problem
2. Gather facts, feelings, and opinions
3. Restate the problem
4. Identify alternative solutions
5. Evaluate alternatives
6. Develop an action plan
7. Implement the plan
8. Evaluate your actions

## Decision-Making Activity

**You Decide:** The partner of your accounting firm recently appointed you as the main recruiter for college campuses within the state of Indiana. Because of limited resources, you can only heavily recruit on ten campuses. Which colleges will you actively seek out for recruitment? What information do you need to acquire before making your decision? Use the decision-making model to arrive at a group decision.

## Problem-Solving Activities

**Birthday Line:** Explain to the group that this is a nonverbal exercise. The group is to form a single straight line, according to birthdays. The line progresses by months and days with December birthdays at the end. Persons with the same birthday share the same place in line. You must communicate nonverbally (no lip-reading or writing allowed). When the line is completed, each person will say their birthday, beginning in January, to see if they are correct.

**Blind Polygon:** The object of the game is for the group to form a perfect square or triangle (or any other geometric shape) using a rope supplied to them by the presenter. All participants are to put on blindfolds. They must have at least one hand on the rope at all times. All participants must remain blindfolded until the task is completed. When the group believes they are finished, ask them to remove their blindfolds, without moving from their current places, and survey the results.

**Body English:** Split the large group into two smaller groups. Each group must plan and spell out words or phrases, given to them by the presenter, by using only their bodies (no hand signals or sign language). The other group must figure out what they are trying to spell.

Conflict within organizations is inevitable; however, the results may be positive or negative depending upon how those involved choose to approach it. Conflict is healthy when it causes teams to explore new ideas, test their position and beliefs, and stretch their imagination. When dealt with constructively, conflict can stimulate people to greater creativity, leading to a wider variety of alternatives and better results.

## **Causes of Team Conflict**

**Cultural Diversity**

**Differences in Expectations**

**Differences in Goals**

**Differences in Personality**

**Differences in Perspectives**

**Differences in Value**



# **Conflict Management Strategies**

Accommodation

Avoidance

Collaboration

Competition

Compromise

## **Appropriate Use of Conflict Resolution Strategies**

### **Use Accommodation when:**

- you find that you are wrong
- you want to demonstrate reasonableness
- the issue is more important to others than to you
- you want to minimize your losses
- you want other team members to learn from their mistakes

### **Use Avoidance when:**

- an issue is of minor importance and more important issues are pressing
- there is no chance to express your concern
- people need time to cool down and regain perspective
- more time is needed to gather pertinent information
- others can resolve the conflict more efficiently

### **Use Collaboration when:**

- one solution is necessary and both sets of concerns are too important to be compromised
- the objective is to learn
- you want to combine insights from people with different perspectives
- your aim is to gain commitment by including several people's concerns in a consensus decision

### Use **Competition** when:

- quick, decisive action is necessary
- the issues are important and unpopular actions are necessary
- you know you are right
- other options are not feasible

### Use **Compromise** when:

- the issue is important but not worth a disruption
- to achieve temporary settlements to complex issues
- to reach a quick solution under time pressure
- those opposing you are using different means to reach the same end

## **Steps To Managing Team Conflict**

**Step 1: Clarify concerns and objectives**

**Step 2: Set goals**

**Step 3: Consider all the options**

**Step 4: Remove any barriers**

**Step 5: Make agreements**

**Step 6: Acknowledge the agreed upon solution**

# **Ethical Leadership**

**“Never be afraid to stand with the minority when the minority is right; For the minority that is right will one day be the majority.”**

**-William Jennings Bryan**

## **Definitions**

### **Ethics**

Ethics refer to the standards of conduct, which indicate how one should behave based on moral duties and virtues rising from principles of right and wrong.

### **Morals**

The term morals tends to be used to describe beliefs, customs, and traditions that are reflected in personal convictions about right and wrong. Thus, in modern discourse, the term “morals” tends to be associated with a narrower and more personal concept of value than does the term ethics, especially concerning matters of religion, sex, drinking, gambling, and the like.

### **Values**

Values are core beliefs or desires, which guide or motivate attitudes and actions. Do not, however, confuse “things” with your values. Values are central beliefs, which determine how we will behave in certain situations.

### **Ethics vs. Values**

The terms ethics and values are not interchangeable. Ethics is concerned with how moral people should behave. Whereas values simply concern the various beliefs and attitudes which determine how a person actually behaves. Some values concern ethics when they pertain to beliefs as to what is right and wrong. Most values, however, do not.

\*Definitions taken verbatim from: Making Ethical Decisions by Michael Josephson, Josephson Institute of Ethics.

## **Framework for Ethical Decision Making**

Profits, once the be-all and end-all of business, are now viewed as a means to serve the larger interests of society, which implies that all business decisions should be based on high standards of both economic and ethical performance. Before making any business decision, take the following questions into consideration.

- What is the dilemma?
  - What facts are presented?
  - What values are apparent in the situation?
  - What values do I wish to demonstrate?
  - What are my options or alternative actions?
  - What are the consequences, risks, and implications of each option?
  - What is my final decision?
- 
- Can I take responsibility for what I do or don't do?
  - Can I live with this decision?
  - Is my action doing more harm than good?
  - How is my decision affecting others involved?
  - Am I using excuses to justify my behavior?
  - Would I be proud to have my decision published?
  - Am I practicing the Golden Rule (Do unto others as you would have them do unto you)?

## **Ethical Decisions and Debates - What would you do?**

Discuss your reactions to these possible case scenarios. What other information would you need to obtain before making a decision? What actions would you take? What other personnel would you involve? How would others react if presented with the same situation?

1. You are an office manager and one of your staff seems to be a low performer - neither well motivated nor particularly capable. On top of this, he can be quite moody and difficult to get along with at times. On the other hand, he has never performed quite poorly enough to apply disciplinary action. He has now applied for a job elsewhere and you have been asked for a reference. You would be delighted if he leaves but the job is similar to his present one. What would you say in your reference?
2. You are one of four area managers for your company. Therefore, you are often in meetings with the other area managers and the regional director. Over time, you have learned that one of the other area managers is not to be trusted. He appears to be completely amoral, with his only goal being to help his own position. Some of his actions include: telling blatant lies to account for difficulties, shortfalls, or reneging on agreements; instructing his staff verbally (but never in writing) to disregard established policies and procedures; managing upwards, always aiming to please the director; and running his area to secure loyalty rather than long-term performance and efficient use of resources. You are upset by this behavior but do not know how to respond. Sinking to his level would be unacceptable, but just putting up with it would also be intolerable. How do you accuse a colleague of dishonesty?
3. You observe a colleague sending personal e-mails and making personal telephone calls while they are supposed to be working on a client's project. Later you discover that they billed these hours to the client. What would you do?
4. As a recent hire, you have been assigned by the senior auditor the task of finding financial information about comparable companies from several financial databases on the Internet. While you expected that the work would take you only three hours, it actually took seven, putting you over budget. While your firm has an informal policy that encourages employees to report all hours worked, you are aware that the policy is often ignored by other staff auditors. Additionally, you realize that your evaluation will be based not only on your quality of work but also on your ability to meet time budgets. What would you do? How will your decision affect future audits of the same company?



## Feedback Survey

Thanks for your participation in today's seminar. Your cooperation and enthusiasm was greatly appreciated. In order for future participants to receive the most benefit from this seminar, please complete the following questionnaire. Be honest in your responses and I encourage you to make comments where necessary to explain your opinion.

1. Which workshop topic was the most relevant to you? Why?
2. Which workshop topic was the least relevant to you? Why?
3. What topic was not included in today's seminar that you would have included? Why?
4. What did you like most about today's seminar?
5. What did you like least about today's seminar?
6. What is one change you would make to improve the seminar?
7. Do you feel that adequate time was dedicated to each topic? If not, which ones and why?
8. Any other suggestions or changes

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